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ABSTRACT

This report provides an update on progress toward each of the goals of the Closing the Gaps by 2015 plan of the Texas Higher Education Coordinating Board. The first goal calls for the addition of 500,000 students to higher education in Texas by 2015. Data show that 78% of the overall 2005 target was reached in 2002, including 71% of the Black target, 35% of the Hispanic target, and 203% of the White target. The second goal, to increase by 50% the number of degrees, certificates and other identifiable marks of student success by 2015, also appears on track. Some 48.2% of the 2005 target was reached in 2002, including 31.9% of the bachelor's target, 38.0% of the Hispanic target, 78.7% of the Black target, and only 8.8% of the technology degree target. The third goal asks the state to substantially increase the number of nationally recognized programs or services at colleges and universities. All of the state's higher education institutions have chosen at least one program to raise to nationally recognized excellence. The final goal, to increase the level of federal science and engineering research funding in Texas by 50%, is also on track, since 128% of the 2007 federal science and engineering funding target was reached in fiscal year 2001. Data suggest that the state is making excellent progress toward the Closing the Gaps goals. Seven appendixes contain supplemental data for each goal and some information about institutional targets. (SLD)

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Closing the Gaps by 2015:

2003 Progress Report

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Texas Higher Education Coordinating Board
July 2003

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The Texas Higher Education Coordinating Board

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Mission of the Coordinating Board

The Texas Higher Education Coordinating Board's mission is to work with the Legislature, Governor, governing boards, higher education institutions and other entities to provide the people of Texas the widest access to higher education of the highest quality in the most efficient manner.

Philosophy of the Coordinating Board

The Texas Higher Education Coordinating Board will promote access to quality higher education across the state with the conviction that access without quality is mediocrity and that quality without access is unacceptable. The Board will be open, ethical, responsive, and committed to public service. The Board will approach its work with a sense of purpose and responsibility to the people of Texas and is committed to the best use of public monies. The Coordinating Board will engage in actions that add value to Texas and to higher education; the agency will avoid efforts that do not add value or that are duplicated by other entities.

Executive Summary[1]

GOAL 1. CLOSE THE GAPS IN PARTICIPATION: By 2015, close the gaps in participation rates across Texas to add 500,000 more students.

78 percent of the overall 2005 target was reached in 2002, including 71 percent of the Black target, 35 percent of the Hispanic target, and 203 percent of the White target.

Goal 1: Are we closing Participation gaps?

	2002 Progress Report	2003 Progress Report
Total enrollment	Y	Y
Black enrollment	G	G
Hispanic enrollment	R	Y
White enrollment	G	G

- Fall 2002 enrollment totaled 1,135,792 students, an increase of 115,913 over fall 2000 and representing the largest two-year enrollment growth in the history of Texas higher education.
- Hispanic enrollment increased by 20,910 students from fall 2001 and fall 2002, representing a significant increase over the prior year-to-year increase. If Hispanic enrollments continue to increase by approximately 21,000 students annually, Texas will nearly reach the 2005 target for Hispanic enrollment.
- One-half of the increase in Hispanic enrollment was reported by 11 public institutions.
- Public two-year colleges accounted for 58 percent of the enrollment growth in Texas higher education.

[1] The plan's performance measuring system includes intermediate targets for 2005, 2010, and 2015. The analysis and conclusions for each goal include indicator lights. A green "light" (G) indicates favorable progress, a yellow "light" (Y) reflects some concern, and a red "light" (R) refers to a high level of concern for the particular target and goal.

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- 53 percent of the increase was from better retention and another 24 percent from students who had stopped-out returning to college.

- The percentage of high school graduates going directly into Texas public higher education has remained constant. The increase in the number of students from high school to public college is due to the increase in the number of high school graduates.

GOAL 2. CLOSE THE GAPS IN SUCCESS: By 2015, increase by 50 percent the number of degrees, certificates, and other identifiable student successes from high quality programs.

48.2 percent of the 2005 target was reached in 2002 including 31.9 percent of the bachelor's target, 38.0 percent of the Hispanic target, 78.7 percent of the Black target, and only 8.8 percent of the technology degree target.

Goal 2: Are we closing Success gaps?

	2002 Progress Report	2003 Progress Report
Bachelor's, Associate's and Certificate	(R)	(Y)
Bachelor's	(R)	(Y)
Associate's	(R)	(Y)
Doctoral	(Y)	(R)

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Goal 2: Are we closing Success gaps?

	2002 Progress Report	2003 Progress Report
Awards to Black students	G	G
Awards to Hispanic students	R	Y
Technical fields	R	R
Nursing & allied health fields	R	R
Certified teachers	Y	Y

- The number of bachelor's and associate's degrees and certificates awarded increased by 8,187 between 2001 and 2002. The previous year-to-year gain, from 2000 to 2001, totaled only 396 awards.
- The number of undergraduate degrees and certificates awarded to Black and Hispanic students has increased significantly.
- The number of associate's degrees awarded increased by 2,348 from 2001 to 2002, reversing the previous year-to-year period (2000 to 2001), when the number decreased by 158 awards.
- Hispanic students accounted for the largest percent of the growth in success (36 percent).
- Bachelor's degrees increased over 4,000 since 2000 with more than 3,500 of that increase coming in 2002.
- If future awards increase at the 2002 level or higher, we will be very close to our 2005 success target.
- If current trends continue Texas will fall far short of meeting its 2005 targets for more graduates in technology, allied health and nursing.
- With the inclusion of alternative certificate teachers, Texas will meet its 2005 target. This is due largely to the inclusion of those receiving alternative certification that were not considered when setting the original target.

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GOAL 3. CLOSE THE GAPS IN EXCELLENCE: By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities.

100 percent of the institutions have chosen at least one program to raise to nationally recognized excellence.

Goal 3: Are we closing Excellence gaps?

	2002 Progress Report	2003 Progress Report
Ranking research universities	NA	R
Ranking public liberal arts universities	NA	R
Ranking health-related institutions	NA	Y
Identification of programs for national recognition	Y	Y
Benchmarks of the Priority Plan	Y	G

- Several National Academy of Science and Engineering members are affiliated with higher education in Texas. The University of Texas at Austin leads the state with 55 members and over half of the engineering recipients in Texas. The University of California-Berkley alone has more members of the academies than all Texas colleges and universities combined.
- All of Texas' public higher education institutions have identified programs to develop for national recognition.
- Texas Southern University and Prairie View A&M University continue to implement and meet benchmarks for the *Priority Plan to Strengthen Education at Texas Southern University and Prairie View A&M University.*

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GOAL 4. CLOSE THE GAPS IN RESEARCH: By 2015, increase the level of federal science and engineering research funding to Texas institutions by 50 percent to $1.3 billion.

128 percent of the 2007 federal science and engineering funding target was reached in Fiscal Year 2001*

Goal 4: Are we closing Research gaps?

	2002 Progress Report	2003 Progress Report
Federal Science & Engr	G	G
Research expenditures	G	G

*All data refers to the most recent data available.

- Federal science and engineering obligation funding reached $1.28 billion in FY2001. This amount surpasses the 2007 target of $1 billion and represents approximately 99 percent of the 2015 goal of $1.3 billion.
- Texas now ranks third among the states in the amount of federal science and engineering obligations, up from sixth place as recently as 1998.
- Federal science and engineering funding to Texas public universities and health-related institutions increased by $435 million from Fiscal Year 1998 to Fiscal Year 2001 alone (based on 1998 constant dollars).
- Since Fiscal Year 2000, research expenditures by Texas public universities and health-related institutions increased by $448 million, or 28 percent, to 2.05 billion in Fiscal Year 2002.

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***Appendices available at THECB Website:**
http://www.thecb.state.tx.us/reports/pdf/0621.pdf

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Introduction

This is the second annual summary report on Texas higher education's progress toward meeting the goals of *Closing the Gaps by 2015*, the state's higher education plan. This report focuses on progress made by 2002 toward meeting *Closing the Gaps* targets for 2005.

Closing the Gaps by 2015 was adopted in October 2000 by the Texas Higher Education Coordinating Board with strong support of the state's educational, business, and political communities. The plan, which is directed at closing educational gaps within Texas, as well as between Texas and other states, has four goals: to close the gaps in student participation, student success, excellence, and research. The plan includes strategies for reaching each of the goals (Appendix A).

The plan's performance measuring system includes intermediate targets for 2005, 2010, and 2015. The state's higher education institutions were asked to submit their own performance targets – not to be confused with the plan's intermediate targets – for determining how they will help the state meet *Closing the Gaps by 2015* goals (Appendix G). These institutional targets were used to calculate regional targets for the state. Multi-institutional Teaching Centers (MITCs) and University Centers contribute to the plan's efforts and are reported as a part of their parent institutions. Independent and colleges and universities and career schools and colleges are not individually reported, but also have a significant role in achieving the goals of the plan. Some institutions have already surpassed the 2005 enrollment targets that they submitted originally, and have submitted, revised targets, which are included in this report. Other institutions, citing the uncertainty of their budgets and the economy, decided not to revise their targets at this time.

In the three years since the Coordinating Board adopted *Closing the Gaps by 2015*, most public institutions of higher education in Texas have been confronted with major challenges, including dramatic enrollment increases, and now reductions in state appropriations.

Many of the strategies to help the state reach the *Closing the Gaps by 2015* goals have been developed or implemented only recently, and their potential has not yet been met. For example, new degree programs approved in recent years have not produced their first graduates. These programs are anticipated to produce graduates later in the life of the plan.

This progress report offers a review of developments since 2000, which can provide insights into areas of special concern that might need additional focus. External factors, such as reduced state appropriations and new legislation, may affect progress toward to the targets and goals. Some new legislation (78th Legislature) focuses on increasing student participation and success. For example, provisions of Senate Bill 286 will expand degree opportunities through a pilot project for two-year institutions to offer certain baccalaureate degrees, replace the Texas Academic Skills Program with the new "Success Initiative," require the Coordinating Board to develop funding polices that provide incentives for supporting the plan, and encourage partnership agreements between community colleges and universities.

Recognizing the close ties between higher education and secondary education, data regarding recent high school graduates and their participation in higher education has been included in this report (Appendix C).

Finally, the analysis and conclusions for each goal include indicator lights. A green "light" (G) indicates favorable progress, a yellow "light" (Y) reflects moderate or uneven progress, and a red "light" (R) indicates little or no progress toward the target and goal.

Progress Toward 2005 Targets

	2002 Progress Report	2003 Progress Report
Participation	Y	Y
Success	R	Y
Excellence	Y	R
Research	G	G

G = Green
Y = Yellow
R = Red

Goal 1. Close the Gaps in Participation: By 2015, close the gaps in participation rates across Texas to add 500,000 more students.

78 percent of the overall 2005 target was reached in 2002, including 71 percent of the Black target, 35 percent of the Hispanic target, and 203 percent of the White target.

Goal 1: Are we closing Participation gaps?

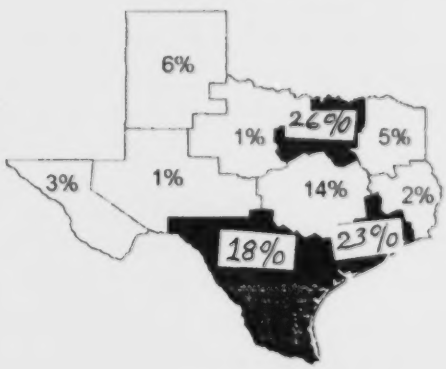
	2002 Progress Report	2003 Progress Report
Total enrollment	Y	Y
Black enrollment	G	G
Hispanic enrollment	R	Y
White enrollment	G	G

Major Points

- Fall 2002 enrollment totaled 1,135,792 students, an increase of 115,913 over fall 2000 and representing the largest two-year enrollment growth in the history of Texas higher education.
- The Metroplex, Gulf Coast and South Texas combined for 67 percent of the state's total enrollment increase (Figure 1).
- Hispanic enrollment increased by 20,910 students from fall 2001 to fall 2002, representing a significant increase over the prior year-to-year increase. If Hispanic enrollments were to increase by approximately 22,000 students annually, Texas will reach the 2005 target for Hispanic enrollment. However, targets

Figure 1

Change in Total Enrollment 2000 to 2002



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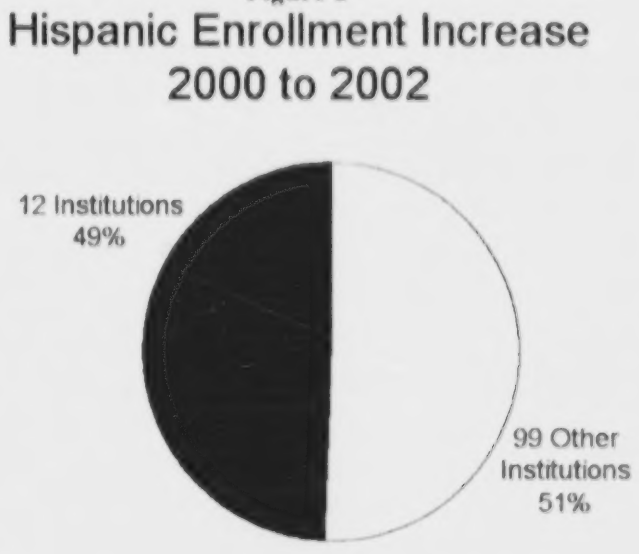
established by institutions for Hispanic enrollment for fall 2005 total only 297,307 students, which is 14.4 percent below the plan's statewide target (Table 1).

Table 1
Progress Toward Participation Targets for 2005

Type of enrollment (Public and Independent Institutions)	*Closing the Gaps* targets for 2005*	Fall 2000	Increase in 2002 from 2000	Increase to Reach 2005 Targets*	Percent of Targeted Increase for 2005 Achieved
Total Enrollment	1,169,000	1,019,879	115,913	150,000	78%
Black	132,000	108,463	16,807	23,500	71%
Hispanic	340,000	237,394	36,340	102,600	35%
White	591,000	570,042	42,575	21,000	203%

*The plan's published targets for participation have been adjusted to match revised statewide population projections compiled by the Texas State Data Center in spring 2001.

Figure 2



- One-half of the increase in Hispanic enrollment was reported by 12 public institutions (Figure 2): South Texas Community College, El Paso Community College District, North Harris Montgomery Community College District, The University of Texas at El Paso, The University of Texas-Pan American, The University of Texas at San Antonio, Alamo Community College District – Northwest Vista, Tarrant County Community College District, Del Mar College, Austin Community College, The University of Texas at Brownsville/Texas Southmost College, and University of Houston-Downtown.

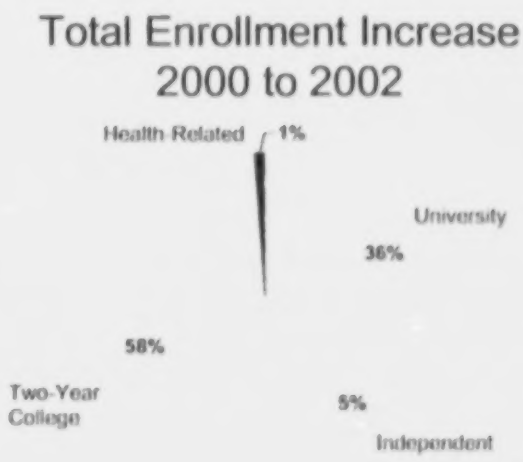
- Among the state's 35 public universities, five institutions (The University of Texas at El Paso, The University of Texas – Pan American, The University of Texas at San Antonio, The University of Texas at Brownsville/Texas Southmost College, and the University of Houston-Downtown) contributed more than one-half of the sector's growth in Hispanic enrollment.

Among the state's 68 two-year college campuses, eight colleges (South Texas Community College, El Paso Community College District, North Harris Montgomery County College District, Alamo Community College District-Northwest Vista, Tarrant County Community College District, Del Mar College, Austin Community College, and Texas State Technical College-Harlingen) accounted for one-half of the sector's growth in Hispanic enrollment. Two of the state's 8 health-related institutions (The University of Texas Health Science Center at San Antonio and The University of Texas Health Science Center-Houston) contributed 57.5 percent of their sector's increase in Hispanic enrollment.

- Public two-year colleges accounted for 58 percent of the enrollment growth (Figure 3) in Texas higher education.

- White enrollment increased dramatically at public universities since 2000, following several years of decline (Table 1).

Figure 3



Select Actions of the 78th Texas Legislature

- TEXAS Grant funding was increased by over $50 million for the 2004-2005 biennium.

- Undergraduate and graduate rates for designated tuition were deregulated, allowing governing boards of Texas public universities to determine these rates for each program and course-level at each institution. In addition, institutions are required to set aside a percentage of revenues from tuition rates higher than $46 per semester credit hour (20 percent for undergraduate programs and 15 percent for graduate and professional programs) for financial aid. The statute deregulating tuition rates also requires institutions to make satisfactory progress toward the goals of *Closing the Gaps* and meet acceptable performance criteria.

- The Legislature established the "B-On-Time" zero-interest loan program for Texas residents who graduate from high school through the Recommended or Advanced High School Program and enroll full-time in college. Loans will be awarded beginning with the fall 2003 semester. Continued eligibility for loans requires full-time enrollment, satisfactory academic progress, and at least a 2.5 grade point average. Eligibility for this loan ends after 150 semester credit hours. Students who graduate within a certain period of time and with a "B" average will have their loans forgiven altogether.

Analysis

- As Figure 3 shows, most of the state's higher education enrollment growth since 2000 occurred at urban two-year community college districts, led by the Dallas County Community College District, North Harris Montgomery Community College District, Tarrant County Community College District, and Alamo Community College District. Among universities, The University of

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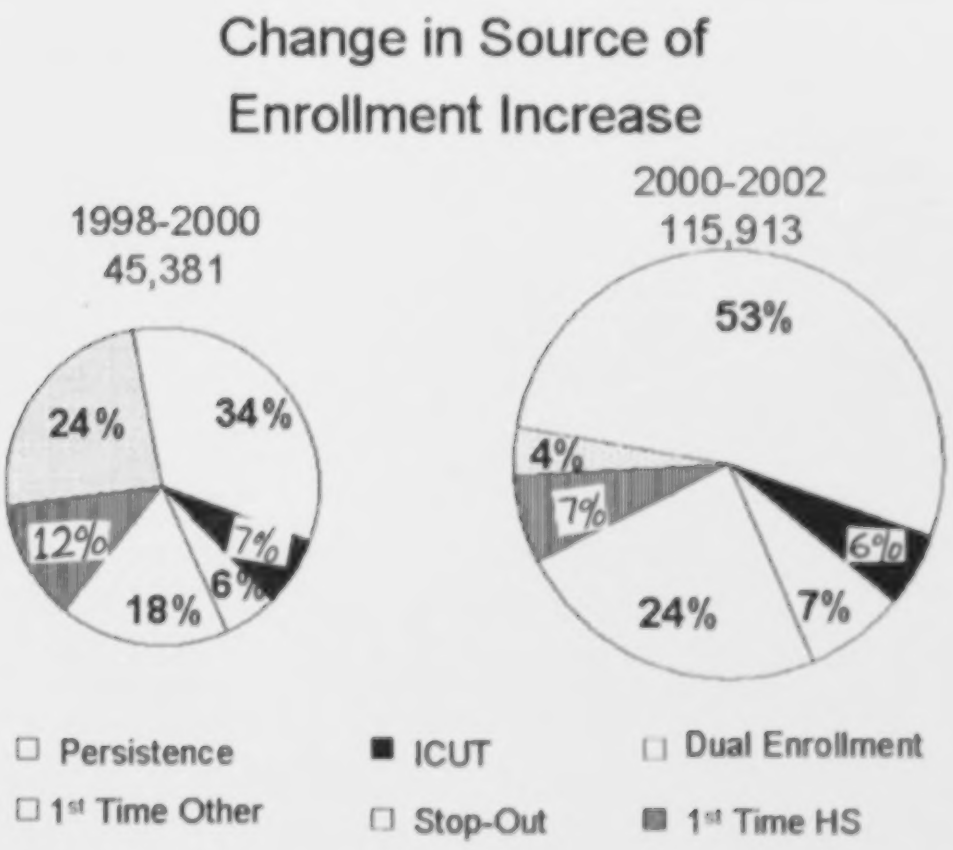
Texas at Arlington and Texas Tech University reported the largest increases in enrollment. (See Appendix C for a complete listing.)

- By 2002, 41 of 111 public institutions had surpassed the student participation (enrollment) targets they had established for 2005.

Figure 4



- Several factors may be contributing to the increases in persistence and in the number of returning stop-out students: the slowing economy, and better student success programs are candidates.

- Figure 4 compares factors contributing to the increase in student enrollment between 1998 and 2000 and between 2000 and 2002. Improvement in student persistence accounted for 53 percent of the 115,913 enrollment increase in the most recent period. That is, there were 60,000 more students who continued in public higher education between fall 2000-fall 2002 as compared to those who remained in public higher education between fall 1998-fall 2000.

- Approximately 55 percent of the enrollment increase attributed to increases in student persistence occurred in the 20-to-24 age group. The under-20 age group accounted for another 23 percent of the increase in that category.

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- White students accounted for 37 percent of the increase in student persistence, followed by 30 percent for Hispanic students and 14 percent for Black students.

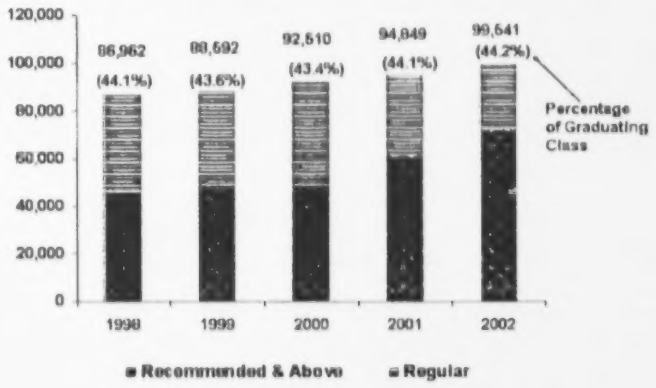
- An increase in the number of high school students enrolled in college courses (13,299 more students in two-year colleges and 235 more at universities) accounted for 7 percent of the overall enrollment increase.

- The number of Texas public high school graduates increased by 12,365 students (6 percent) between 2000 and 2002 (Figure 5). The growth in the number of students entering higher education directly after graduating from high school increased 7,031 or 7 percent of the total increase.

- The percentage of high school graduates continuing directly into public higher education has increased slightly (.8 percent), currently 44.2 percent.

Figure 5

High School Graduates Enrolling in Public Higher Education the Following Fall



- The percentage of high school graduates continuing on to public higher education varies by region and ethnicity, but the Gulf Coast region reports the highest rate at 46.8 percent while West Texas reports the lowest rate at 39.5 percent. By ethnicity, the college-going rate ranges from a high of 54.9 percent of the White graduates in the Gulf Coast region to a low of 26 percent of the Black graduates in the West Texas region. (See Appendix C for a complete report by region.)

- Of the students entering Texas higher education for the first time directly from graduation from a Texas public high school, approximately 47 percent enrolled in universities and 53 percent attended two-year colleges. Approximately 85 percent of first-time entering students who are not enrolling immediately after graduation from a Texas public high school attended a two-year college.

- Most of the increases in Black student enrollment were in urban two-year institutions. However, there were also large increases at Texas Southern University and Prairie View A&M University, the state's two historically Black public universities. Some of the Black student enrollment increase at these two institutions may be due in part to the implementation of the *Priority Plan to Strengthen Education at Prairie View A&M University and Texas Southern University.*

- Hispanic enrollment increases were also greatest at urban two-year colleges, including the Dallas County Community College District and Alamo Community College District. Hispanic enrollments also increased significantly at South Texas Community College and El Paso Community College. (See Appendix C for a complete listing.)

- After significant enrollment increases over the last two years, some institutions have already surpassed the 2005 targets that they established and submitted to the Coordinating Board. In response to a request asking institutions to re-evaluate their targets, some revised their targets, and those revisions are included in this report. Other institutions, citing the uncertainty of their budgets and the economy, decided not to revise their targets at this time.

Conclusions

Record enrollment growth of 116,000 students between 2000 and 2002 should be viewed with cautious optimism. The slowing economy, which has reduced employment opportunities, may have encouraged students to continue their enrollment or return to college. In addition, a substantial part of the increase should be due to years of efforts to improve initial enrollment and retention to graduation.

Most of the enrollment growth occurred at community colleges, a trend that is expected to continue as more students seek less costly higher education opportunities. Adequate support for these two-year institutions will be a challenge as they cope with rapid growth.

Most of the enrollment growth results from factors other than an increase in college-going rates among recent high school graduates, which has remained relatively steady over the years. Improved student persistence in higher education, growth in dual enrollments, increases in the numbers of students returning to college, increases in the number of first-time/nontraditional students, and enrollment growth at independent institutions were all important factors.

If the dramatic enrollment growth among Hispanic students continues at the same rate (exceeding 20,000 from fall 2001 to fall 2002), the state will meet the *Closing the Gaps* plan's 2005 enrollment targets. However, despite the large increases in Hispanic student enrollment, the age 15-to-34 Hispanic participation rate has increased only slightly – from 8 to 9 percent between 1990 and 2002. For Black students in this age group, the participation rate increased from 9 percent in 1990 to 13 percent in 2002.

The Legislature continues to support increased financial aid for Texas students. Additional funding was provided for the TEXAS Grant program in the 2004-05 biennium (although not at high enough levels to meet the expected need), and the "B-On-Time" zero-interest loan program was established as well. "Set-asides" for financial aid are required from increases in university designated tuition beyond a specified point.

Goal 2. Close the Gaps in Success: By 2015, increase by 50 percent the number of degrees, certificates, and other identifiable student successes from high quality programs.

48.2 percent of the 2005 target was reached in 2002 including 31.9 percent of the bachelor's target, 38 percent of the Hispanic target, 78.7 percent of the Black target, and only 8.8 percent of the technology degree target.

Goal 2: Are we closing Success gaps?

	2002 Progress Report	2003 Progress Report
Bachelor's, Associate's and Certificate	(R)	(Y)
Bachelor's	(R)	(Y)
Associate's	(R)	(Y)
Doctoral	(Y)	(R)

Goal 2: Are we closing Success gaps?

	2002 Progress Report	2003 Progress Report
Awards to Black students	(G)	(G)
Awards to Hispanic students	(R)	(Y)
Technical fields	(R)	(R)
Nursing & allied health fields	(R)	(R)
Certified teachers	(Y)	(Y)

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Major Points

- The number of bachelor's and associate's degrees and certificates awarded increased by 8,187 between 2001 and 2002, which put the state on track to reach the overall 2005 *Closing the Gaps* target. The previous year-to-year gain, from 2000 to 2001, totaled only 396 awards. Table 2 summarizes progress toward the 2005 success targets.

- By fall 2002, the state reached 48.2 percent of the target for degrees and certificates awarded annually by 2005 (Table 2).

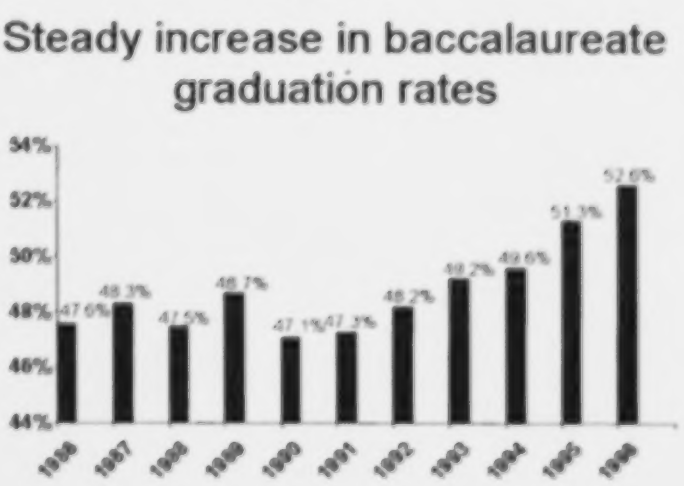
- The number of undergraduate degrees and certificates awarded to Black and Hispanic students has increased significantly.

- Independent colleges and universities accounted for 14.4 percent of the bachelor's and associate's degrees and certificates awarded in 2002. In addition, awards made by independent institutions accounted for 14.3 percent of those awards earned by Blacks and 9.3 percent of those earned by Hispanics. Independent institutions accounted for more than 10 percent of the doctoral degrees awarded in Texas in 2002.

- The number of associate's degrees awarded increased by 2,348 from 2001 to 2002, marking a significant reversal from the previous year-to-year period (2000 to 2001), when the number decreased by 158 awards.

- Though not a target in the plan, six-year baccalaureate graduation rates for first-time, full-time undergraduates at public universities have increased over recent years (Figure 6).

Figure 6



- Each Texas higher education institution has established and provided targets for the number of degrees and certificates that it expects to award annually by 2005. In total, these institutions expect to award 137,000 degrees and certificates annually by that year, or 114 percent of the 2005 success target established in *Closing the Gaps by 2015*.

Table 2
Progress Toward Success Targets for 2005

Type of Success	*Closing the Gaps* Target for 2005	FY 2000	Increase in 2002 from 2000	Targeted 2005 Increase	Percent of Targeted Increase for 2005 Achieved
Certificates, Associate's, Bachelor's degrees[1]	134,000	116,249	8,583	17,800	48.2%
Bachelor's degrees[1]	87,500	74,906	4,023	12,600	31.9%
Associate's degrees[1]	28,000	25,505	2,190	2,400	91.3%
Doctoral degrees[1]	2,800	2,621	(82)	200	(41.0%)
Certificates, Associate's, Bachelor's degrees awarded to Blacks[1]	13,000	11,215	1,417	1,800	78.7%
Certificates, Associate's, Bachelor's degrees awarded to Hispanics[1]	31,000	23,369	2,887	7,600	38.0%
Technology degrees	19,000	12,411	583	6,600	8.8%
Allied Health and Nursing degrees[2]	13,500	13,644	(189)	157	(120.4%)
Teachers Certified[3]	19,000	11,763	5,889	7,237	81.4%

[1]The plan's published targets for success have been changed to reflect the data for independent institutions.
[2]The 2005 target was to maintain current levels since there has been a long-term decline in allied health and nursing degrees.
[3]Changed to include all initial teacher certificates (including alternative certification).

Analysis

- In 2002 – two years after the adoption of the Plan – the number of associate's degrees awarded increased by 2,190 when compared to the previous number of associate's degrees awarded in 2000.

    - Increases in associate's degrees were in the academic area. Technical associate's awards decreased in both 2001 and 2002.

- Bachelor's degrees from public and independent institutions increased by over 4,000 (5.4 percent) between 2000 and 2002.

- Twenty institutions provided other identifiable student success indicators. Those other indicators measure increases in retention, improvements in developmental education, completion of an accreditation program, and increases in numbers of transfer students from community colleges to universities. (See Appendix D)

- The number of allied health and nursing degrees awarded decreased by 189, continuing a downward trend. Multiple efforts are in place throughout the state to reverse the decline. Appendix D summarizes the change in technical and health-related awards.

- The number of degrees awarded in technical fields (including engineering, mathematics, and science) increased by 583 from 200 to 2002, with most of the increase (514) between 2001 and 2002. However, the state is not on track to achieve the 2005 target of 6,600 degrees in these disciplines. The number of degrees awarded in technical fields increased at 56 institutions, but decreased at 43 institutions. Table 3 provides additional information.

Table 3
Greatest Change in Technical Awards, 2000 to 2002

	Technical 2000	Technical 2002	Change 2000-2002
Greatest Increase in Technical Awards			
Alvin Community College	101	234	133
North Harris Montgomery County CCD	332	445	113
The University of Texas at Austin	1,321	1,406	85
DCCCD Eastfield College	76	150	74
Four Institutions Sub-total	1,830	2,235	405
All Other Institutions (52) with Increase	3,709	4,706	997
Total Increase Technical Awards	5,539	6,941	1,402
Greatest Decrease in Technical Awards			
Tarrant County Community College District	331	262	-69
Lamar State College-Port Arthur	96	26	-70
Texas A&M University	2,297	2,183	-114
Three Institutions Sub-total	2,724	2,471	-253
All Other Institutions (40) with Decrease	3,838	3,272	-566
Total Decrease in Technical Awards	6,562	5,743	-819

- Alternative certification programs are producing an increasing percentage of new teachers. As a result, the target for the number certified teachers in Texas has been changed to include those who receive certification through alternative means.

- The Technology Workforce Development Grants Program created by the 77th Legislature provides grants to public and independent universities to increase the number of graduates in engineering and computer science through recruitment and student retention efforts. State dollars match private money raised by the Texas Engineering and Technical Consortium to fund the grants, which were first made in April, 2003.

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- The 78th Legislature, in House Bill 3126, created the Health Care Profession Student Grant program to provide financial aid for students in programs the meet the educational requirements for licensure by the state in a health care profession in which there is a critical shortage in the number of license holders in Texas. However, the Legislature did not appropriate any funding to implement the program. The Legislature did provide for growth funding for nursing programs.

Conclusions

Many state programs and efforts are directed at improving student persistence and graduation rates which is helping the Texas achieve its *Closing the Gaps* goals. For example, Texas public higher education institutions submitted their Uniform Recruitment and Retention Strategy (URRS) plans for the first time in 2002. Through the URRS, a strategy identified in *Closing the Gaps*, the Coordinating Board is working with institutions to develop processes for identifying, attracting, enrolling and retaining more students that reflect the diversity of the Texas population. Lessons learned from the initial review of URRS efforts were shared at the Coordinating Board's annual Recruitment and Retention Conference in June, 2003.

The number of certificates and associate's, and bachelor's degrees awarded increased by 7 percent from 2001 to 2002 – a trend which, if continued, puts the state on track to nearly reach the *Closing the Gaps* success target for 2005. The number of associate's degrees awarded in 2002 is very close to the 2005 target established in *Closing the Gaps*. The number of bachelor's degrees awarded in 2002 is more than 4,000 above the number awarded in 2000—and most of the increase (3,500 degrees) was reported in the second year of that period. In addition, six-year baccalaureate graduation rates continue to increase, reaching 52.6 percent for the cohort of students that entered higher education in 1996. Additionally, Hispanic students accounted for the largest percentage of success growth, representing 36 percent of the increase.

The number of degrees awarded statewide in technical fields and health-related disciplines is not increasing at the rate needed to meet the *Closing the Gaps* target for 2005 even though several institutions have reported noteworthy increases. The methods used to achieve these increases might be worthy of replication at other institutions, and deserve further study. Likewise, large declines in the number of awards at particular institutions should also be researched.

Alternative certification programs will help ensure that Texas will meet its 2005 target for new teachers. Because alternative certification as a route to producing new teachers was not considered when the target was established, the Coordinating Board should consider raising the goal for 2015 from 30,000 to 35,000 to match the total need projected by the State Board for Educator Certification (SBEC).

Analysis of enrollment growth (page 6) found that increases in student persistence accounted for more than one-half of the growth in participation, implying that increases in success should occur over the next few years.

Goal 3. Close the Gaps in Excellence: By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities.

100 percent of the institutions have chosen at least one program to raise to nationally recognized excellence.

Goal 3: Are we closing Excellence gaps?

	2002 Progress Report	2003 Progress Report
Ranking research universities	NA	R
Ranking public liberal arts universities	NA	R
Ranking health-related institutions	NA	Y
Identification of programs for national recognition	Y	Y
Benchmarks of the Priority Plan	Y	G

Major Points

- Many Texas institutions, including Texas A&M University (ranked 24th in 2003) and The University of Texas at Austin (ranked 14th in 2003), appear in the Top 50 rankings of *U.S. News & World Report's* Top Public Universities/Doctoral Universities. Figure 7 provides a list of Texas institutions that have recently earned "Top 10" rankings for various programs.

- Five Texas institutions are included in *The Top 25 American Research Universities*: The University of Texas at Austin, Texas A&M

Figure 7

97 "Top 10"
U.S. News Programs
at Texas Institutions

- Baylor College of Medicine
- Baylor University
- Rice University
- South Texas College of Law
- Texas A&M University-College Station
- Texas Tech University
- Texas Woman's University
- University of Houston
- The University of Texas at Austin
- The University of Texas Health Science Center-Houston
- The University of Texas Southwestern Medical Center-Dallas
- University of North Texas

University, Baylor College of Medicine, Rice University, and The University of Texas Southwestern Medical Center at Dallas. Texas Tech University is recognized in the next tier of 25 schools (from 26 to 50). The annual ranking system considered institutions with $20 million in federal research expenditures in Fiscal Year 2000 for its 2002 rankings.

- Five Texas colleges are included in the 2003 *U.S. News & World Report* list of top 50 liberal arts colleges: Austin College and Southwestern University (second tier), The University of Dallas (third tier), and Texas A&M University-Galveston and Schreiner University (fourth tier).

- *U.S. News & World Report* does not rank medical programs overall, however several Texas health science centers and hospitals earned Top 10 rankings in graduate programs or top hospitals list for 2002 and 2003. Top ranked graduate programs include Baylor College of Medicine, The University of Texas Southwestern Medical Center, and The University of Texas M.D. Anderson Cancer Center. The best hospitals list includes Baylor University Medical Center, The University of Texas M.D. Anderson Cancer Center, The University of Texas Medical Branch at Galveston, and University Hospital-San Antonio. A yellow "light" has been given that indicates that there has been some progress for health-related institutions.

- Faculty recognition is an additional measure of excellence. Examples include the number of Nobel laureates (10 in Texas), the number of recipients of the National Science Foundation's Medal of Science (10 in Texas), and Medal of Technology (one in Texas). In addition, faculty may be recognized as members of the National Academy of Sciences or Engineering, or the Institute of Medicine.

- Table 4 identifies the National Academy of Science and Engineering members affiliated with higher education in Texas. The University of Texas at Austin leads the state with 55 members and over half of the engineering recipients in Texas. For comparison, members at a single California institution, the University of California-Berkeley, is provided as well.

Table 4
Texas National Academy of Science & Engineering Members in Higher Education with Membership of a California University for Comparison, 2003

Institution	Academy of Science	Academy of Engineering	Total
University of Texas Southwestern Medical Center at Dallas	14	0	14
University of Texas at Austin	13	42	55
Rice University	6	11	17
Texas A&M University	5	12	17
University of Houston	3	6	9
Baylor College of Medicine	3	0	3
Southern Methodist University	2	0	2
University of Texas Health Science Center at Houston	1	0	1
University of Texas at Dallas	1	0	1
University of Texas at Arlington	0	1	1
Texas A&M University System	0	4	4
Texas Higher Education Total	48	76	124
University of California-Berkeley	127	69	196

Source: National Science Foundation web-site. Members include those with emeritus status.

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- All of Texas' public higher education institutions have identified programs to develop for national recognition (Table 5).

Table 5
Progress Toward Excellence Targets for 2005

Type of Institution	Total (all types)	Universities	Two-year Colleges	Health-Related Institutions
Reported nationally recognized programs (2005 target = 25%)	98%	94%	100%	100%
Institutions that have identified programs for national recognition by 2015 (2002 target = 100%)	100%	100%	100%	100%

- The 78th Legislature, the Coordinating Board, and Texas Southern University and Prairie View A&M University continue to implement and meet benchmarks for the *Priority Plan to Strengthen Education at Texas Southern University and Prairie View A&M University* for the state's two historically Black public universities. Each institution was appropriated approximately $22 million dollars for this purpose in the 2004-05 biennium.

- In January 2003, the Coordinating Board approved a draft version of a *Concept Paper on Promoting Excellence in Texas Public Higher Education Through Institutional Groupings, Peers, and Benchmarks*. This document is the foundation for future focus group discussion and development.

Conclusions

Although many Texas higher education institutions are recognized by various national ranking systems; few Texas institutions are near the level targeted in *Closing the Gaps* (Appendix A). On the positive side, Texas rates fairly well among the 10 most populous states with regard to the number of members in the National Academy of Sciences (48 members ranks Texas 10th), the National Academy of Engineering (146 members, including those members in industry, ranks Texas 4th), and the Institute of Medicine (43 members ranks Texas 8th).

All of Texas' public higher education institutions have identified programs to develop for national recognition. Progress toward these targets is primarily the responsibility of the state's higher education institutions, although the Legislature and Coordinating Board can assist in these efforts. The *Concept Paper on Promoting Excellence in Texas Public Higher Education Through Institutional Groupings, Peers, and Benchmarks* will assist institutions in defining their excellence targets.

In the absence of a national ranking system for community and technical colleges, the Coordinating Board will develop guidelines to assist these two-year institutions meet the intent of the excellence goal.

Achieving excellence requires continued, sustained effort and prioritization over many years. Progress toward the 2010 targets identified in *Closing the Gaps* is difficult to measure this early in the 15-year life of the plan.

Goal 4. Close the gaps in research: By 2015, increase the level of federal science and engineering research funding to Texas institutions by 50 percent to $1.3 billion.

128 percent of the 2007 federal science and engineering funding target was reached in Fiscal Year 2001*

Goal 4: Are we closing Research gaps?

	2002 Progress Report	2003 Progress Report
Federal Science & Engr	G	G
Research expenditures	G	G

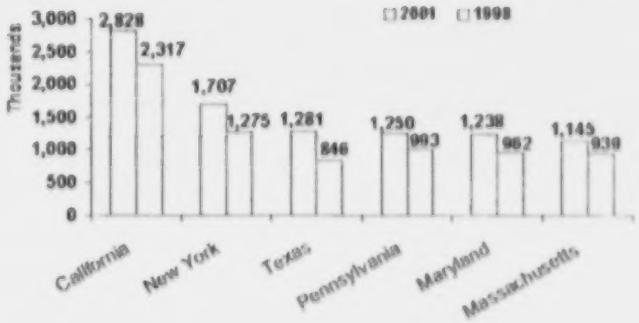
*All data refers to the most recent data available.

Major Points

- Federal science and engineering funding, as measured in federal funds obligated to Texas public universities and health-related institutions, reached $1.28 billion in FY2001. This amount surpasses the 2007 target of $1 billion and represents approximately 99 percent of the 2015 goal of $1.3 billion.
- Texas now ranks third among the states in the amount of federal science and engineering obligations, up from sixth place as recently as 1998 and ahead of Maryland, Massachusetts, and Pennsylvania (Figure 8).
- Federal science and engineering funding to Texas public universities and health-related institutions increased by $435 million from Fiscal Year 1998 to Fiscal Year 2001 alone (based on 1998 constant dollars) (Table 6).

Figure 8

Federal Science and Engineering Obligations to Colleges and Universities



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- Federal science and engineering funding to Texas institutions in 2001 reached 128 percent of the 2005 target ($1 billion) for 2007.

Table 6
Progress Toward Research Targets for 2005
Federal R&D and Science and Engineering Funding in Constant 1998 Dollars

Texas Universities and Health-Related Institutions	Fiscal Year 1998	Fiscal Year 2001 (constant 1998 dollars)	*Closing the Gaps* target for 2007	Percent of *Closing the Gaps* target for 2007 achieved
Federal Research and Development and Science and Engineering Funding	$845 million	1.28 billion	$1 billion	128%

- Since Fiscal Year 2000, research expenditures by Texas public universities and health-related institutions increased by $448 million, or 28 percent, to 2.05 billion in Fiscal Year 2002 (Table 7).

- Research expenditures by Texas institutions in Fiscal Year 2002 reached 93 percent ($2.2 billion) of the target for 2007.

Table 7
Progress Toward Research Targets for 2005
Research Expenditures

Texas Public Universities and Health-Related Institutions	Fiscal Year 1999	Fiscal Year 2002	*Closing the Gaps* target for 2007	Percent of *Closing the Gaps* target for 2007 achieved
Research Expenditures	$1.45 billion	$2.05 billion	$2.2 billion	93%

Analysis

- Of the six states with the most federal science and engineering research funding, Texas reported the largest percentage increase – 15.7 percent between Fiscal Year 2000 and Fiscal Year 2001 (in constant 1998 dollars).

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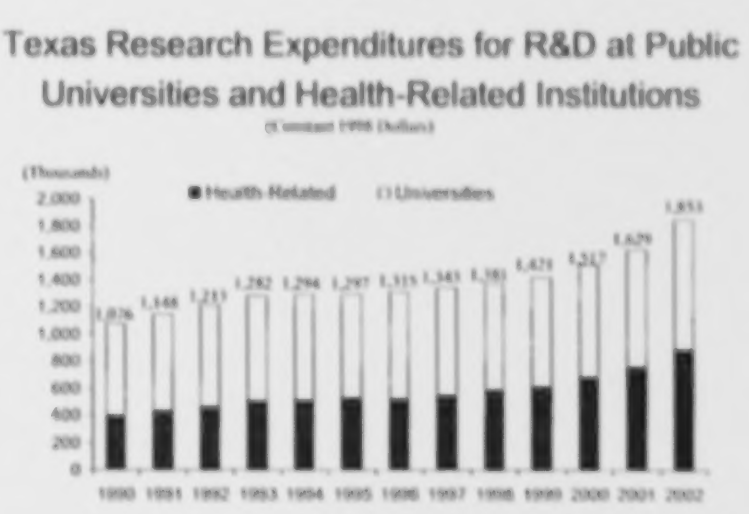
- Optimistically, if Texas and California both maintain their current rate of increase (three-year average) in federal science and engineering research funding, Texas will overtake California by Fiscal Year 2014 on this measure.

Figure 9



- Public university and health-related institutions research and development expenditures have increased steadily over the past 20 years (Figure 9).

- As recommended in *Closing the Gaps by 2015*, the 78th Texas Legislature allowed universities to retain all overhead income from grants and contracts in the same way that health-related institutions retain these dollars. In the recent past, universities were allowed to retain only one-half of that overhead income.

- Although *Closing the Gaps by 2015* also recommended increased funding for the Advanced Research Program (ARP) and the Advanced Technology Program (ATP), funding for the ARP was vetoed and ATP funding was reduced by one-half.

Conclusions

The state is making excellent progress toward meeting *Closing the Gaps by 2015* research targets and goal. Targets for 2007 have already been achieved suggesting that benchmarks for these indicators should be increased.

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